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ABSTRACT

This information packet is intended to provide special education administrators with information and materials regarding inservice education and staff development. The first section presents a research and development model based on Project TAMEC (Technical Assistance for Mainstreaming Exceptional Children), a North Carolina program which assists regular education personnel in working with students having mild handicaps. The second section presents seven "best practices" models, focusing on building-based programs and networking systems. Each listing discusses the target population; a program description; the process for evaluation, analysis, or renewal; adoption requirements; funding requirements; materials available; and a contact person. The final section focuses on structuring inservice and staff development programs. This section presents a total of 30 abstracts divided into 5 topical areas: (1) design models for inservice; (2) building-based inservice for integration; (3) strategies for rural inservice; (4) strategies for vocational inservice; and (5) references and resources for inservice. (DB)

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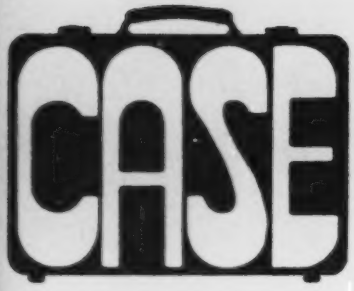

COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION, INCORPORATED

A DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

CASE RESEARCH COMMITTEE

INFORMATION DISSEMINATION PACKET

Inservice Education-Staff Development

INDIANA UNIVERSITY

Department of School Administration
Department of Special Education

1992

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Inservice Education-Staff Development

By:
Cynthia L. Kolenko
and
Marie G. Schrup,
Project Leaders
School of Education
Indiana University
Bloomington, Indiana
October, 1986

Reviewed by:
CASE Research Committee Members:
Dr. Leonard C. Burrello, Chair
and
Ms. Betty Lynch

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I. STATEMENT OF NEED

This inservice packet was designed mainly for the purpose of addressing two concerns identified by the C.A.S.E. Research Committee. After considerable review and discussion, it was determined that:

1. The latest research made available by C.A.S.E. in this area was dated 1980, so that an update was necessary; and

2. One document which compiled all areas of inservice education and staff development would be more comprehensive in scope and nature and therefore more useful to those administrators requesting it.

Inservice has been the primary vehicle of staff education once formal education or training has been completed. The goal, of course, is the education, training, and retraining of and information dissemination to those staff members who are both directly and indirectly involved in providing special education services to children. Roles, responsibilities, and attitudes have undergone a metamorphosis as new strategies, "best practice" models, and information networks have reacted to change brought about by research and the courts.

The focus of Special Education in the early years was the implementation of programs: quantity rather than quality. The ensuing years have brought many changes for both regular and special education, with increasing emphasis on least restrictive environment and integration of special needs students with students in the regular program. Consequently, there has been a profusion of inservice and staff development projects designed specifically to address these burgeoning concerns.

II. PRODUCT OVERVIEW

This packet is designed to provide C.A.S.E. membership with specific materials related to inservice programs. While the emphasis is on regular and special education teachers as target populations, an effort has been made to incorporate programs for building-level administrators, parents, classroom aides, counselors, and other support personnel. Although the planning and implementation of these programs seem to be the primary concern of special education administrators, the evaluation component is not neglected, but rather emerges as a "built-in" self directed activity within many of the models.

It is appropriate to mention a caveat regarding the implementation of inservice programs. Many administrators and other personnel in charge of staff development activities are frequently frustrated by their perceptions of changes brought about as a result of participation in inservice programs. Just as change and the events leading up to it constitute a process, so too does inservice qualify as process whereby progress is

evaluated over time and is predicated on positive changes taking place in a gradual manner.

The purpose of inservice and staff development is therefore not to provide a one-time event, but to lay a solid foundation upon which a systematic process will take place. This document was developed with these thoughts in mind.

A list of major data sources which were used in compiling this booklet is provided. By including this information, the reader who wishes to study further into the issue can feel free to draw upon any of these approaches.

The first section is composed of a Research and Development model. While searching for an appropriate Research and Development model for this Inservice Packet, several criteria emerged as important considerations:

1. It was felt that the model would be of greater interest if it was one that was developed in the field with on-site components;

2. Ease of duplication by practitioners without formal specialized training in research methodology would encourage replication;

3. The opportunity to develop a highly individualized inservice program, with the help of extensive on-going evaluation in the form of field testing, was thought to be an especially attractive incentive; and

4. The actual research model needed to have an easily understood formalized structure so that goals and objectives could not only be generated, but communicated by practitioners to other district representatives.

Keeping the above in mind, Project TAMEC (Technical Assistance for Mainstreaming Exceptional Children) kept surfacing as the one model which met all of these criteria. The implementors of this particular model seemed to have run into almost every single obstacle that one could think of which precludes successful research. In the final analysis, a detrimental effect on the ability of the researchers to collect enough data from which to make generalizations emerged. The difficulties, however, lend a certain credibility to the procedures; practitioners will recognize the problems as ones they have encountered themselves, and they will sympathize with the researchers' efforts to persist, which was demonstrated in pursuing the original goal of developing an individualized inservice program.

Technical Assistance for Mainstreaming Exceptional Children (Project TAMEC), assists regular education personnel in working with the mildly handicapped children in their schools. An

extension of this North Carolina-based project is an on-site administrator inservice program -- the Three Phase Program for School Administrators. Organizational development is the focus of the program with the philosophy that the school principal needs to fill the role of change agent if quality services for the handicapped are to be offered with a high degree of consistency at the local school level. A chronology of the activities during the 3-year project period (1980-83) demonstrates the effectiveness of the research and development cycle to develop an individualized approach to inservice preparation. A bibliography with nine citations is appended.

The second section includes seven "best practices" models which focus on building-based programs and networking systems.

In the third and final section of the packet, the reader will find those materials which might be beneficial in structuring inservice and staff development programs. Research papers, presentations, articles, books, manuals, and projects are abstracted in an effort to provide the user with a comprehensive sample of appropriate inservice data. This section is subdivided into five topical areas:

1. Design Models for Inservice
2. Building-Based Inservice for Integration
3. Strategies for Rural Inservice
4. Strategies for Vocational Inservice
5. References and Resources for Inservice

III. DESCRIPTION OF RESEARCH ACTIVITIES

The task for this project was to integrate and update the following two C.A.S.E. packets:

Inservice Education - Staff Development

Secondary Inservice

The information provided in this packet has come from the following sources:

- ERIC - RIE Probe Search
  Education Retrieval Information Center using the Dialog Information Retrieval Service

- "Training & Model Exchange Project, 1983-84," a previous CASE publication

- "Quality Practices in Inservice Education," developed by the Quality Practices Task Force of the National Inservice Network

- School-Based Staff Support Teams: A Blueprint for Action," 1982, a product of the ERIC Clearinghouse on Handicapped & Gifted Children

Five major themes emerged from this review and provided the organization for this document.

IV. SUMMARY AND IMPLICATIONS OF RESEARCH IN INSERVICE AND STAFF DEVELOPMENT: SPECIAL EDUCATION

Quality Practices in Inservice Education is a document that was published by the National Inservice Network in 1980. Through a series of surveys, quality practice statements were generated and validated. The emphasis was placed on student needs, student involvement, and attention to the impact of inservice activities upon students. The following six categories deal with the importance of creating an inservice system which is institutionalized, describes essential characteristics of good staff development programs, and describes practices in the area of evaluation.

a. Quality Practice in Inservice Education recognizes that programs must be integrated into and supported by the organization within which they function.

b. Quality Practices in Inservice Education are designed to result in programs which are collaborative.

c. Quality Practices in Inservice Education are designed to result in programs which are needs-based.

d. Quality Practices in Inservice Education are designed to result in programs which are responsive to changing needs.

e. Quality Practices in Inservice Education are designed to result in programs which are accessible.

f. Evaluation of inservice activities is an essential component of a quality program, and should be designed and conducted in ways compatible with the underlying philosophy and approach of the program.

This particular document was published just at the time when the initial phase of implementing Special Education programs was over and local districts were undergoing a fine-tuning. Identification, classification, criteria, procedures, staffing, etc. were areas that dealt with accessibility and "quality practices" soon became the new buzz words. The implementation of inservice and staff development programs was determined to be the best way to spread the new organizational culture which dictated that bridges must be built between regular and special education in order to collaboratively provide services to the handicapped student. The stage then was set and it was not a surprise that the primary thrust of the recent research dealt with

mainstreaming special education students, training parents and school support staff, and better ways to develop, disseminate, and evaluate inservice programs.

Finally, a summary is included from the paper entitled "Inservice Best Practices: The Learnings of General Education" written by Harry Jutson, National Inservice Network, Indiana University, 1980. This list includes a review of basic components which are critical to the development of worthwhile inservice programs.

A. Decision making should include all individuals who are affected by the necessary inservice decisions, and reflect their shared interests wherever possible.

B. District and building administrators need to be fully supportive from the beginning of the program.

C. The utilization of outside agencies and consultants is most helpful in supportive rather than leadership roles.

D. Collaborative planning should be a continual process and include developing materials and further professional growth.

E. Inservice goals should be clear and specific while at the same time ambitious enough to motivate participants.

F. Inservice programs should be planned in response to assessed needs of the participants.

G. Teachers are often the best trainers but competency is still most important.

H. Evaluation should include all participants and its primary intent should be the planning and implementation of programs.

I. Good teaching techniques represent the best model for the process of inservice education.

J. Good teaching techniques represent the best model for the process of inservice education.

K. Inservice education should assume that teachers are skilled professionals who will perform up to expectations.

L. Inservice should be an integral part of the total school program. It should be continuous and viewed as an essential element of professional development.

V. MATERIALS ENCLOSED

A. PLANNING, IMPLEMENTATION, AND EVALUATION MODEL: A RESEARCH AND DEVELOPMENT APPROACH FOR AN INSERVICE PROGRAM FOR SCHOOL ADMINISTRATORS

B. MODELS OF BEST PRACTICE

C. ABSTRACTS

A. PLANNING, IMPLEMENTATION, AND EVALUATION MODEL: A RESEARCH AND DEVELOPMENT APPROACH FOR AN INSERVICE PROGRAM FOR SCHOOL ADMINISTRATORS

A RESEARCH AND DEVELOPMENT APPROACH FOR THE DEVELOPMENT OF AN IN-SERVICE PROGRAM FOR SCHOOL ADMINISTRATORS

William K. Wiener

BACKGROUND

Project TAMEC (Technical Assistance for Mainstreaming Exceptional Children) has been a Federally funded project sponsored by the Division of Personnel Preparation of the Office of Special Education/Rehabilitation Services of the U. S. Department of Education through Lenoir-Rhyne College. The goals of this project are to assist regular education personnel in working with the mildly handicapped children in their schools. To meet these goals two distinct, but complementary on-site in-service programs have been developed.

TAMEC's initial program, the Sweetwater Plan, was designed for regular classroom teachers with implementation by the Resource Teachers or other Special Education personnel assigned to a school. The focus of this in-service program is to give teachers general information about the mildly handicapped student, plus materials and methods for working more directly with these children. The Sweetwater Plan consists of the following locally validated materials:

1. Teaching the Mildly Handicapped in the Regular Classroom An activity text for regular classroom teachers.

2. The Sweetwater Plan Facilitator's Manual - An informational booklet for in-service facilitators featuring suggestions for implementing the in-service program in their schools.

3. A set of overhead masters to supplement the in-service facilitator's presentations.

The intent of the Sweetwater Plan is to provide a process for regular classroom teachers to teach the handicapped students in their classes through participation in an on-site in-service program which can be implemented within the time frame of their workday.

The Three Phase Program for School Administrators represents an extension of the Sweetwater Plan in the direction of providing principals with the competencies needed to implement an array of services and programs for handicapped students that will meet the individual needs of their school. The second facet of Project TAMEC has been developed around the philosophy that the school principal needs to fill the role of change agent if quality services for the handicapped are to be offered with a high degree of consistency at the local school level. Thus, the focus of the program is on organizational development.

The Three Phase Program takes the point of view that The Education of All Handicapped Children Act (PL 94-142) and Sec. 504 of the Rehabilitation Act of 1972 are major driving forces for change in both curriculum and the organizational structure of the school. The law mandates instructional services for handicapped students based upon multi-faceted evaluation and education in the Least Restrictive Alternative. Generation of an I.E.P. to meet the specific needs of the youngster, with the expectation of quality service delivery must be

present in each school. As a result, many in-service programs have been aimed at developing competencies in regular and special instructional personnel. The role of administrator as an integral factor in the delivery of services has too often been bypassed.

This program advocates that the key to successful and lasting implementation of Federal and State regulations regarding the education of handicapped children lies with school principals using their skill and willingness to modify existing school organizational structures to meet service delivery mandates. In-service programs geared to teachers and district-wide planning efforts which include principals do not appear to be the most effective way to bring about the desired changes. Through participation in a program specifically designed for administrators, positive changes in program and services for the handicapped in individual schools may be achieved.

It is the intent of this paper to describe the utilization of Research and Development approach in the production of the Three Phase Program for School Administrators. Through presenting a chronology of the activities of Project TAMEC during the three-year project period (1980-83) the effectiveness of the R & D cycle to develop an individualized approach to in-service preparation will be demonstrated.

GENERAL THEORETICAL FRAMEWORK:

The Research and Development approach outlined by Borg and Gall (1971, 1979, 1983) was applied to the development of the Three Phase Program. As this approach had been used to develop and locally validate the Sweetwater Plan, (Reid, 1979), it was felt that the same methodology could be utilized in the development of the administrator preparation program. The steps involved in the Research and Development Cycle may be summarized in the following manner: (Borg and Gall, 1979, 1983)

1. Conceptualization of the Program: This step involves reviewing existing programs and defining skills, instructional sequences and objectives for the training materials.

2. Developing a Preliminary Form of the Product: A 'rough draft' is prepared for initial field testing.

3. Preliminary Field Testing: During this step, the product is tested upon a relatively small sample with evaluating data collected at the conclusion of the test.

4. Product Revision: The materials are revised based upon evaluative input from the preliminary field test.

5. Main Field Testing: The revised product is tested with a larger sample and evaluative data collected at the conclusion of the testing period.

6. Operational Product Revision: Similar to step 4, revisions are made in the main Field Test Version of the materials which are suggested by evaluative data.

7. Operational Field Testing: A larger sample is utilized for a final field test of the product, with evaluative data collected and analyzed at the conclusion of the test.

8. Final Product Revision: Operational field test results are utilized to make final revisions.

9. Dissemination and Implementation: Operationalizing marketing and product distribution strategies through product reporting.

THE APPLICATION OF THE R & D APPROACH

While Borg and Gall (1971, 1979, 1983) report the ideal approach to product development, the nature of the in-service materials developed for the Three-Phase Program; the organizational characteristics of the school districts that participated in field testing the materials; and the limited financial resources allocated to the product led to some modification of these steps. An examination of the actual developmental process of the Three Phase Program in light of the ideal illustrates how the R & D approach may be implemented (in spite of the idiosyncracies and political ebb and flow of local school districts) without sacrificing the reputability of the product.

1. Conceptualization of the Program: (Pre-project)

   a. Determining the Need: Lessons from the Sweetwater Plan:

The experiences of the Project TAMEC Staff in gaining entree to schools and securing teachers to participate in the development and testing of the Sweetwater Plan (1977-1980) underlined the key role of the principal. Whether access to individual schools could be gained for a presentation of the project, the number of teachers who eventually took part in the program, and the degree of enthusiasm with which the teachers participated seemed to be dependent upon the principal's level of understanding and attitude toward programs for exceptional children.

Perhaps the most difficult facet of developing and implementing the Sweetwater Plan was to convince principals of the need for in-service preparation of regular classroom teachers. During the first two years of the project, nine school districts were contracted to elicit their cooperation in providing teachers for training. These districts represented a potential of ninety-three (93) schools containing some combination of grades K-8 and a pool of 2031 teachers to participate in the project.

The method of gaining access to schools used by the Project Staff consisted of meeting with appropriate central office staff to explain the preparation program and, depending upon district prodecures, either presenting the program at a principals' meeting or leaving the explanation of the project and the initial contact with potential schools to a district staff member. Of the nine school districts contacted, three (3) indicated that they would not be interested following the initial meeting. Of the remaining six (6) districts, contact with principals was made by the coordinator of special education in two (2) and the Project Staff was invited to present the program to principals in the other four (4). Based upon presentations to the principals, twenty-five (25) of the sixty-two (62) school administrators invited the TAMEC Staff to speak to their teachers about the program and request their participation on a voluntary basis. Following the presentations to school faculties, five (5) of the principals strongly urged their teachers to participate and three (3) of these administrators took part in some or all of the program. In the remaining schools, support of the project by principals ranged from endorsement to making the teachers aware of the program as another in-service option for which they could sign up if they wished. During the first two (2) years of the project, the Sweetwater Plan was presented to teachers representing eighteen (18) schools. There seemed to be a correlation between the degree of support shown by the principal during the introduction of the program and the number of teachers who volunteered to participate.

To gain some insight into the reasons for the apparent lack of interest in on-site in-service preparation for regular classroom teachers, an informal survey was conducted with principals and supervisory personel in each of the nine (9) districts. From the seventy-two (72) people questioned, the following general reasons were cited:

"Teachers in my school have enough to do without taking another course."

"My teachers are doing a good job."

"Most of my teachers are enrolled in graduate programs."

"We had in-service last year."

"We're involved in writing a self-study for accreditation."

"My teachers have enough renewal credits."

"Our schedule does not permit this sort of thing."

"Special education teachers handle this. Classroom teachers aren't involved with those kids."

The attitude encountered by the project staff during their work with the Sweetwater Plan seemed to indicate that administrators were assigning a rather low priority to assisting their teachers with the implementation of PL 94-142 on the local school level. Although principals seemed to be familiar with state and federal regulations concerning programs for the handicapped and appeared to have made some organizational modification to provide services for exceptional children (e.g. the transition from self-contained to resource room services), the quality and extent of the implementation of the law in individual schools seemed to be affected by the following factors:

1. Misinterpretation or Unclear Interpretation of the Regulations to School Personnel. Although many meetings sponsored by various agencies of State government have been held for all levels of the school district's hierarchy concerning PL 94-142, information about such basics as I.E.P. writing, composition of school-based committees and Due Process is, at times, as diverse and changeable as the presenters and the divisions they represent.

2. Nebulous Perceptions on the Part of School Personnel about the expectations of local, state, and Federal monitoring agencies regarding programming and accountability. Some districts which have experienced state and Federal audits of placement procedures and I.E.P.s asserted that their programs were lacking because "we really know what they wanted."

   In addition, the realization of Due Process procedures by parents and advocacy groups coupled with an apparent increase in the number of cases to come before school hearing officers have placed some schools in a defensive mood. In this atmosphere, teachers and administrators who are genuine in their desire to provide adequate and appropriate services to handicapped students seem to be caught in the bind of never knowing what will satisfy some parents.

3. Anxiety and insecurity on the Part of teachers and administrators about the effect educating handicapped children within the least restrictive alternative will have on them. Many regular classroom teachers and administrators seem to fear, reject, and feel inadequate about dealing with children whom they perceive as different. Unknowns about how 'normal' children will react to the exceptional child in the regular classroom, parental feelings, and working with resource teachers and other personnel tend to color a negative picture for regular educational personnel.

b. Review of Existing Programs for School Administrators:

The need for a program especially designed for school administrators was underlined by a review of abstracts of in-service preparation programs found in The Consumer's Guides to Personnel Preparation Programs (Teachers Education/Special Education-The University of New Mexico) and the Resource Directory issued by the National In-Service Network (Indiana University) during 1978 and 1979. Few programs seemed to deal directly with school administrators. Those that did offer in-service preparation to school administrators appeared to either focus upon training teams of school personnel or involving the principal in program geared to the needs of regular classroom teachers. The format of in-service training programs seemed to follow an intensive workshop approach on a state, regional, or local district level, where one team from a district generated policies and plans regarding programs for exceptional children. Limited follow-up and technical assistance to individual schools to assist in program implementation seemed to be available.

c. Generation of Basic Assumptions, Goals, and Competencies for the Administrator Preparation Program:

1. Basic Assumptions:

The TAMEC project, through the development of the Three Phase Program, attempted to fill a void by providing an on-site in-service experience for school administrators based upon the following assumptions:

a. The problem of providing adequate and appropriate services for exceptional students cannot be solved by adopting a single special personnel utilization model or school organizational plan that will be implemented in all schools in a district. There are no panaceas.

b. A diagnostic-prescriptive model used to provide individual educational services to students must be applied to individual schools with plans to implement PL 94-142 fashioned to meet the particular school's pupil population, staff, and community.

c. If programs for exceptional children are to be successfully implemented, they must be built upon the foundation that presently exists in a school. Existing staff competencies, current programs and perceptions of school community relationships must be taken into account if a new program is to have lasting effect.

These assumptions led to the idea of the school administrator as a Change Agent and the perception that the process of change for the school organization paralleled the Diagnostic-Prescriptive process used to formulate educational programs for students receiving Special Education services. A review of a number of

Diagnostic-Prescriptive Models (e.g. Peter, 1965; Cartwright and Cartwright, 1974; Stellern, 1978) seemed to suggest that the steps that must be taken after the initial referral of a child for special services (assessment, formulation of a diagnosis based upon assessment data, and generation of prescriptive strategies) were directly applicable to the school organization.

An assessment of the individual school is needed to gain insight into the interpersonal relationships and perceptions of teachers, parents and the community toward the school. Data from the assessment must be interpreted to ascertain organizational strengths, weaknesses, and critical areas that need immediate attention. The assessment of the present status of the school may underline perceptions, attitudes and interpersonal relationships that must be altered prior to implementing programs. Where input into formulating the child's educational program must come from a number of sources, the delineation of the individual school's model for service delivery should be arrived at through the synthesis of a variety of opinions.

The program of service delivery for the school may be compared to the child's Individual Educational Program. It should be dynamic in nature, geared to the strengths and weaknesses of the organization, and designed to provide instructional programs and support in what may be the least restrictive environment for the school.

2. Program Goal:

The basic thrust of the in-service programming for regular and special classroom teachers has been to provide them with competencies needed to implement Individual Educational Programs (I.E.P.s) for handicapped students. The goal of the Three Phase Program is to assist the school to formulate and operationalize Individual School Plans (I.S.P.s) which will have a positive impact upon handicapped children and those who serve them.

3. Competencies

To meet the goal of the program, the following competencies were delineated for administrators which provided a framework for the materials of the Three Phase Program:

a. Translating State and Federal regulations concerning the education of handicapped students into terms that can be applied to their individual schools.

b. Understanding the needs of handicapped students in terms of academic and non-academic behavioral expectations.

c. Understanding the techniques and variety of service delivery patterns available for providing programs and support to the handicapped in their school district.

d. Assessing their school faculty and the segments of the school's community to gain insight into the present status of their school.

e. Interpreting the data to gain a perspective of the present status of their school.

f. Using the data to formulate goals, objectives and strategies for an Individual School Plan (I.S.P.) which will be implemented in their school.

g. Engaging in a continuous assessment, planning and implementation process to meet the changing needs of their school.

2. Developing a Preliminary Form of the Product: (July - September 1980)

Based upon needs, the existing in-service administrator training programs, and the goals and competencies established for the Program, it appeared that the problem of providing school principals with meaningful on-site in-service experiences to prepare them for the change agent role could be resolved with a three stage program:

Phase I: Awareness and Skill Acquisition

Phase II: Application

Phase III: Follow-up

Participation in the initial phase would assist the administrator in developing an awareness of the impact that PL 94-142, Section 504, and State and Federal regulations have on the local school; collecting and interpreting assessment data about the school; and setting goals and formulating strategies to meet the individual needs of the school through the development of an Individual School Plan (I.S.P.). Phase II would involve the operationalization of the I.S.P. and Phase III would be concerned with assisting the administrator with the on-going process of assessment, planning and program implementation.

During this step in the R&D Process, an initial draft of A Study Guide for Phase I: Awareness and Skill Acquisition was developed. The goal of this handbook was to enable the administrator to develop skills for collecting and interpreting data about his/her school and community to form the basis for an Individual School Plan.

While additional materials could not be developed until the subjects of the preliminary field test completed Phase I, the general specifications and format for the Phase II: Problems and Solutions Handbook and the Facilitator's Manual for the Three Phase Program for School Administrators were delineated during this stage of the R&D Cycle. The Problems and Solutions Handbook was to consist of information gathered from interviews with administrators who had

completed their I.S.P.'s and data from logs kept by the principals during the second phase of the program. The intent of the Problems and Solutions Handbook was to present principals with a compendium of objectives and successful strategies for meeting I.S.P. goals to assist them in developing workable plans. Based upon the data supplied by participating principals, I.S.P. strategies would be listed by objective, with a description of the advantages and disadvantages associated with each strategy.

The Facilitator's Manual would be based upon the experiences of the Project TAMEC Staff as they implemented the Three Phase Program. It would contain suggestions for assisting principals through each of the three phases of the program, information about the data gathering instruments utilized in Phases II and III and Recommendations about analysis and interpretation of data in the generation of I.S.P.'s. The Facilitator's Manual would be intended for use by district office personnel responsible for meeeting in-service needs of professional staff. Individual school principals who wish to implement the Three Phase Program on their own; and consultants working a school district or individual schools.

3. Preliminary Field Testing: (September 1980-May 1981) Eight school districts (N=136 principals) within a forty (40) mile radius of Lenoir-Rhyne College were contacted to elicit their cooperation in one of the field tests of the Three Phase Program. A relatively modest level of funding for the project ($25,000) per year restricted the locations for field tests to areas which were within a one-hour driving distance for on-site visits. To gain access to districts, initial phone contact was made with either the Superintendent of Schools or the Director of Special Education with the objective of setting up a meeting to explain the program in detail to appropriate school personnel. One school district agreed to meet with the Project Staff to discuss their participation in the preliminary field tests: three indicated interest in the project, agreeing to consider participation at a later time: and the remaining four (4) districts felt that their participation would not be possible in the "foreseeable future."

The Project Staff met with the Superintendent and Assistant Superintendent of Schools of the first district. They agreed to request all of their principals (N=21) to participate in the preliminary field test. A meeting with the principals was scheduled and descriptive materials about the project were given to the Superintendent for dissemination to his staff.

Prior to meeting with the principals, packets containing the first draft of A Study Guide for Phase I: Awareness and Skill Acquisition and the data collection instruments were prepared for each principal. Ample copies of the following assessment devices were included:

a. Profile of a School--Form T (Feitler, 1972). An instrument designed to elicit teachers' perceptions of the "Now" and "Ideal" characteristics of their school organization.

b. Teacher Perception of Principal Behavior (Blumberg and Amidon, 1965). A short rating form to determine teachers' perceptions of the interpersonal behaviors of their principal.

c. Val-Ed (Schutz, 1967). An instrument to be completed by the administrator, teachers, and a random selection of parents to determine the congruence of values toward education present in the staff and community.

d. Parent-School Communications Questionnaire (P.S.C.Q) (Wiener and Blumberg, 1973) A questionnaire to be given to a random selection of apparents to elicit their perceptions of the openness of the school.

e. Present Status of Special Education Programs - A questionnaire to elicit the Administrators's awareness of the types of programs for exceptional children in his school and the school district.

A tentative schedule of more large group sessions with principals was also devised to facilitate the implementation of Phase I. Large group meetings were to include sessions on scoring the instruments, interpreting the results, Force Field Analysis, and I.S.P. generation. Project Staff felt that information in these areas would be pertinent to all of the participants and would utilize time more efficiently.

At the first meeting with the administrators, while discussing details about the program and data collection for Phase I, it became evident that the principals had not received information about the project nor were they aware of the commitment made for them by their superintendent. Project staff members found themselves dealing with hostility and needed to minimize large group contacts as the administrators complained of constraints on their time. After a negotiation of the time to be spent in their program, and a complete explanation of the three phases of the project, the administrators agreed to participate. The time frame for the project was stated as approximately one (1) school year to complete Phases I and II, with Phase III to be completed on a voluntary basis. Several principals shared the Central Office memo describing the project as a one-session meeting on communication skills.

The curtailing of large group sessions led the Project Coordinator to spend his time meeting individually with principals to assist in collection, scoring, interpretation and I.S.P. formulation. While these activities were repetitious and time consuming, individualized sessions were of great assistance in refining the data collection, scoring and the interpretation processes for Phase I of the Program, as well as clarifying the use of Force Field Analysis for formulating I.S.P. objectives and strategies. A salient benefit of the individualized sessions waas the development of rapport between project staff and the principals together with insight into how the program could improve the administrators planning and implementation skills in all areas.

The preliminary field test for Phase I materials had been scheduled to be completed within a four month period. However, passive-aggressive behaviors on the part of some of the principals (e.g. 'forgetting' appointments with the Project Coordinator, 'losing' data, etc.) necessitated a lengthening of this period to six months or longer. While the Project Staff wished to bring closure to this phase of the R & D process and initiate a field test of the revised Phase I materials in a second school district the experiences of the Project Staff with school personnel against a background of organizational upheaval underlined the importance of completing the preliminary field test at the pace of the principals and adjusting the Project's time frame accordingly. It was felt that the uncertainties of the principals related to the retirement of the superintendent, and the resultant political activity, would provide valuable input into the Facilitator's Manual and test the viability of the program in an unsettled situation. In addition to the anxiety caused by an impending change in leadership within the district, rumor of drastic State and Federal cutbacks added to the unsettled atmosphere of the district.

At this point, the Project Staff made the decision to continue with the preliminary field test with the first school district and begin a second round of field tests of the Phase I materials in the other district. As data collection and scoring of the instruments had been completed in most of the schools, and evaluative data collected through interviews with the principals, it was felt that the Phase I study guide could be revised with some degree of confidence.

4. Product Revision (January - February, 1981)

An analysis of interview data supplied by the principals participating in the preliminary field test indicated a need for more specific instructions in the administration and scoring of the various instruments used in the assessment process. This led to independent task analyses of the administration and scoring procedures by the Project Director and the Project Coordinator which were combined in a revision of the Phase I materials. Copies of the instruments were also submitted to the Director of the College Computer Center to investigate the feasibility of computerized scoring and analysis.

As the administrators involved in the preliminary field test were still involved in the data interpretation and I.S.P. formulation processes and the second school district was willing to begin participation in the project, it was decided that a partial version of the revised Study Guide for Phase I: Awareness and Skill Acquisition would be issued to the second field test participants, with further installments supplied following the completion and evaluation of Phase I by the first group of administrators.

5. Main Field Testing: (February, 1981 - May, 1982)

At this point in the R & D Cycle as applied to the Three Phase Program, the sequential order of steps became somewhat blurred as a result of logistics, individual differences between project participants and the transience of the school superintendents.

Borg and Gall (1971, 1979, 1983) suggest that participants in the Main Field test be expanded in number; however, changes in the superintendency of five (5) of the eight (8) school districts in the area limited the potential pool of districts to the one which indicated it would begin to participate during Spring of 1981. An additional school district related that they would participate in the project during the 1982-83 school year.

Large group sessions in the Main field test school district were limited to an introductory meeting. Within two weeks following the initial presentation individual appointments were set with each principal for an hour block of time to assist them in facilitating the data collection process. The Project coordinator met with each principal in the district on the average of once every three weeks for the remainder of the 1980-81 school year to ensure the completion of the data collection and scoring process.

Assessment data from the second school district were collected and scored by the conclusion of the 1980-81 school year. Three (3) of the seven (7) principals participated in the interpretation and I.S.P. formulation process during the summer of 1981, while the remainder of the principals engaged in this process during the Fall of 1981.

During the summer of 1981, revisions were made in the Study Guide for Phase I to include evaluative input from the Preliminary Field Test group which had completed the data interpretation and I.S.P. formulation process and the Main Field Test participants who had completed the data collection process. Thus, part of the Study Guide had undergone a second revision and was in readiness for the operational field test, while the second portion of the Guide had been revised for the Main Field Test group to use in the summer and Fall of 1981.

The Project staff was faced with dealing with some radical changes in the Fall of 1981 as they attempted to conduct a preliminary field test of Phase II with the inititial test group. While the newly appointed, non-local superintendent gave his tacit approval to project continuation, half of the principals had been transferred and three were promoted to Central Office positions. The responsibility for staff development had been delegated to one of the new Central Office Staff who had been a principal. While he endorsed continuation of the project, he indicated that the project staff would have to survey individual principals to elicit their agreement to continue.

Agreement was forthcoming from eleven (11) of the twenty-one (21) principals while the others indicated problems associated with moving to a new school, impending retirement and a lack of interest in the project as reasons for termination of their participation. Promotion of the Three Phase Program as assisting with their adjustment to a new school elicited promises from three (3) of the seven (7) principals to participate in the 1982-83 school year. Of the eleven (11) participants, four (4) of the principals who had been transferred to new schools (two were first-year principals) requested a

repetition of Phase I rather than use the data that had been gathered by their predecessor. Thus, the sample for Phase II Preliminary field test of the materials had dwindled to seven (7).

The concept of the Phase II materials as a handbook in I.S.P. implementation for administrators would not be damaged by the relatively small sample of participants; however the entries in the Handbook would be substantially smaller and more limited in scope when they were presented to the principals participating in the Main Field Test. The main field test group described their own objectives and strategies and critiqued the objectives and strategies of the preliminary field test group in an effort to increase the breadth and utility of the Problems and Solutions Handbook. This method of refining and increasing the Problems and Solutions Handbook was utilized for the remainder of the project.

Conceptually, the 1981-82 school year was spent in a relatively constant and circular shift between Steps 3, 4, and 5 of the R & D Cycle. As principals in the preliminary field test group completed the implementation of their I.S.P. objectives, interviews by the Project Coordinator and data from the administrator's logs were content analyzed, re-written in a format stating the objectives, specific strategies for meeting the objective and a statement of the advantages and disadvantages of each strategy. The entries for the Problems and Solutions Handbook were forwarded to the principals involved in the main field test for their review and additions. At the same time, the main field test group was involved in the formulation and implementation of their I.S.P.s, with a selection of the principals from the first group involved in Phase I of the Program. By the conclusion of the 1981-82 school year, participants in the Preliminary Field Test and Main Field Test groups had completed Phases I and II of the Program.

6. Operational Product Revision: (June, 1982 - August, 1982)

Revisions of the Study Guide for Phase I: Awareness and Skill Acquisition and The Problems and Solutions Handbook incorporate interview and written evaluative information supplied by the program participants. An initial draft of the Facilitator's Manual was prepared based upon the daily log kept by the Project Coordinator for the first two years of the Project.

News of a funding cutback in the Summer of 1982 of all Personnel Preparation Programs led to the resignation of the Project Coordinator and the hiring of a half time replacement to implement the Operational Field Test of the program. Responsibilities were realigned, with the Project Coordinator taking responsibility for all field work and the Project Director handling all written work on the materials. Although funding was restored by the Fall of 1982, this arrangement was continued.

7. Operational Field Testing: (August, 1982 - May, 1983)

In addition to the school district that had agreed to participate in the Project during the 1982-83 school year, contact was made with the five (5) area school districts that had held their participation in abeyance. One district agreed to meet with the project staff but the remaining districts declined participation stating that their principals 'had enough to do'. An agreement to participate at a later date was reached with the first district, thus, the sample for the Operational Field Test became limited to one school district where participation by principals would be on a voluntary basis.

A presentation of the Program to the District's twenty-five (25) principals elicited a sample of ten (10) who were willing to engage in Phases I and II of the Program. A canvas of the preliminary field test district yielded two (2) administrators who wished to participate in Phase III (Follow-up) of the program and six (6) principals desiring to repeat Phase I and II as they had been transferred to different schools.

The format of the implementation of Phases I and II during the Operational Field Test consisted of individual meetings with the principals with evaluative data collected from interviews and an analysis of the logs kept by the principals during Phase II.

Summative evaluative data were collected from the three (3) School Superintendents whose districts were involved in the project to elicit information regarding planning and programming skills of the participants. Each principal who participated in some phase of the program was asked to evaluate the project to gain information about their perceptions of the program.

8. Final Product Revision: (June, 1983 - August, 1983)

Data from the summative evaluations along with information gathered from interviews and participant logs were incorporated into final versions of the Study Guide for Phase I: Awareness and Skill Acquisition and the Problems and Solutions Handbook. A computer scoring option from Lenoir-Rhyne College was included in the Study Guide. The Problems and Solutions Handbook was expanded to include additional objectives and strategies and an index. Forms were inserted into the final version of the Problems and Solutions Handbook to enable administrators who engage in the Three Phase Program to send additional objectives and strategies to Project TAMEC to be included in subsequent revisions of the materials. Logs kept by the two Coordinators of the Project, along with data collected during their exit interviews, were incorporated into the Facilitator's Manual. A review of the manual by two Directors of Special Education in local school districts who did not participate in the project yielded suggestions which were incorporated into the final version of the Manual.

9. Dissemination and Implementation: (August, 1983-present)

Presentations regarding the development and content of the Three Phase Program have been made to various State and National conferences. Two administrator preparation projects within the State of North Carolina have been supplied with copies of the Three Phase Program materials for consideration in their training programs. Arrangements for nation wide distribution of the products have been made with the National Clearing House of Rehabilitation Training Materials at Oklahoma State University.

RESULTS, CONCLUSIONS AND IMPLICATIONS:

Data from rating scales completed by principals participating in the project, superintendents of the three school districts, comparison of organizational and program plans developed by participants and non-participants, and an analysis of randomly selected plans from participants and non-participants by the Project staff seemed to indicate that the administrators who participated in the Three Phase Program were:

1. Better able to use data base for planning organizational and programmatic changes for their schools.

2. Better able to isolate interpersonal and organizational impediments to the implementation of change.

3. More aware of the needs of regular and special education students in their schools.

4. More realistic in their planning and generation of strategies for implementing their plans.

Principals who participated in the development and field testing of the Three Phase Program indicated they felt that the self-directed approach utilized by the project was more effective than a large group or workshop type of in-service program because they were provided with a mechanism to work on problems pertinent to their own school.

Thirty-eight (38) school administrators from the following types of school organizations participated in the development and field testing of the program materials:

5 Secondary School Administrators (Grades 9-12 or Grades 10-12)

7 Middle School/Junior High School Administrators (Grades 6-8 or Grades 7-9)

24 Elementary School Administrators (Grades K-6 or Grades K-8)

2 Non-graded Special School Administrators (Trainable Mentally Handicapped and Multi-handicapped)

Of the thirty-eight (38) participants, ten (10) terminated their participation due to school transfers, promotions to central office positions, termination, or lack of lack of interest in the program. Twenty-eight (28) administrators completed Phase I of the program with twenty (20) completing Phase II. Two administrators became involved in Phase III. The decline in participation during Phases II and III may be attributed to one or more of the following factors:

1. A relatively small number of administrators from the initial school districts (N=8) were involved in all three years of the Project. Shifts in the superintendency and the composition of the central office staff led to massive inter-school transfers of principals. Thus, only two administrators who began the program were still in their original schools when the project was completed. The other principals requested repetition of Phase I of the program as the data collected in their original schools or by their predecessors did not represent a valid premise for the formulation of I.S.P. objectives.

2. The gradual inclusion of additonal school districts during the course of the project, with the third districts participating during the final year, made it impossible for each participant to engage in all three phases of the program.

3. Many principals perceived their involvement in accreditation and their implementation of a new teacher evaluation system was taking precedence over participation in the Three Phase Program. Although participants were shown how the Three Phase Program complemented their other responsibilities, some felt that participation in the program was 'extra work' and used a variety of delaying tactics with project staff until they had completed their other obligations.

4. Some administrators felt that they had been pressured by the central office to participate in the program. As a result, they appeared to engage in passive-aggressive types of behavior.

The atmosphere surrounding the development and field testing of the Three Phase Program was one of radical change, with funding cutbacks to local educational programs, a growing emphasis on competence and accountability, shifts in school leadership, and public concern about the quality of education. Participants in the program seemed to be better equipped to deal with the changes initiated on National, State and local levels by utilizing change agent skills to provide quality services to all children in their schools.

A salient implication of the process used in the development of the Program is that there is never a 'good time' for staff development. School district leaders must commit to an in-service plan and arrange the contingencies to insure maximal participation in the activities. If an in-service plan for administrators is perceived by principals as having application for their schools, and will give them some insight into their role and school organization, they may be more motivated to participate.

The products developed through the Research and Development approach utilized by Project TAMEC seem to represent a cost effective means of providing school administrators with programmatic and organizational change competencies to meet their instructional and interpersonal needs of their students, staff members and members of the community. Although the Three Phase Program was developed with a focus toward the handicapped student, participants came to the realization that many organizational and interpersonal variables which appeared to be only tangential to their exceptional children's program had to be dealt with prior to the implementation of programmatic change. Thus, the Three Phase Program enabled administrators to receive an overview of their entire organization and develop strategies to benefit the whole school environment.

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B. MODELS OF BEST PRACTICE

1. Student Intervention Team
2. Special Education Parent Facilitators
3. The Parent Center
4. Multi-Aide Special Education Program
5. Resource Center for Instructional Improvement
6. Special Education Resource Network (SERN)
7. Infant Preschool Special Education Resource Network (SERN)

STUDENT INTERVENTION TEAM

TARGET POPULATION
Secondary level (9-12) teachers, administrators, specialists

PROGRAM DESCRIPTION

The Student Intervention Program piloted at La Habra High School was developed over a two-year period for use at secondary level campuses in the Fullerton, California, Joint Union High School District. The project evolved from a need for more efficient and effective assistance to teachers working with students experiencing on-going academic and/or behavior problems in the regular classroom. It also responds to a need to document educational interventions used in the classroom prior to referral of the student for special education assistance (California mandate). The program is based on the rationale that, provided with assistance and support, classroom teachers can be effective problem-solvers, capable of modifying and adjusting curriculum and instruction within the classroom to provide meaningful and appropriate education to students with varying educational needs.

Student Intervention Teams program objectives include the provision of: 1) a building-level peer problem-solving team approach to assist teachers in coping and working more effectively with regular students experiencing continued academic and/or behavior problems in the classroom; 2) an effective teacher support system responsive to staff needs; 3) a vehicle for providing inservice training on the individualization/ modification and adjustment of curriculum and instruction in secondary level classrooms; 4) an identifiable network of resources and specialists for each high school campus to facilitate better utilization of staff talents.

Assistance and support are provided via a six-step formalized process. Primary initiative for action is placed in the hands of the classroom teacher through referral of the student and educational problem to the campus Student Intervention Team. Steps in the process include: referral, record review, problem identification, intervention plan development, teacher feedback and consultation in conjunction with parent notification of assistance being given and final disposition of the case.

SIT membership includes three or four regular program teachers from various departments, a counselor and school administrator responsible for site special education programs. A special education teacher/specialist and school psychologist round out the team and serve as consultants to the core of the regular educators. Other campus specialists (Bilingual, etc.) may also serve as consulting members depending upon the nature of the problem.

A formalized problem-solving procedure adapted from Daniels, Procedures for Effective Teamwork in Meetings (1980) is utilized to identify presenting educational problems, determine appropriate interventions and evaluate strategy effectiveness.

A two-phase staff development training program had been designed to implement the SIT team concept and model at each campus. Phase I, consisting of staff training activities, introduces the SIT concept to campus members selected to function as initial team members. Phase I also provides skill training specific to model components and requisite to successful team functioning. Phase II provides training-support activities during a pilot period; the activities are designed to facilitate adaptation of the SIT framework into the existing organizational structure and daily functioning of the campus site, as well as adaptation of team member behavior to the innovation components. Adaptation is further assisted via a three-stage collaborative planning process between project planners and campus staff during both planning and implementation stages.

A Student Intervention Team Handbook has been developed for use during staff training, and to provide team members with step-by-step assistance. Handbook components include a model overview, SIT process and attendant forms, problem-solving procedure, educational strategies and interventions, consultation resources available to campus staff and SIT team members, on and off campus.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

1. Review and descriptive analysis of Student Intervention Team (SIT) and Special Education Referral Logs, formative evaluation of SIT process and effectiveness.

2. Survey of a random sample of referring campus teachers.

3. Needs assessments to determine priorities for additional training.

ADOPTION REQUIREMENTS

1. Commitment and support to the local change effort from campus administration and staff.

2. Provision of a staff development training program for SIT team members and an inservice session for campus staff regarding the campus site process.

3. A Staff Development Coordinator, Program Specialist or other individual available to coordinate: a) implementation of the program mode, and b) the necessary staff development training program.

FUNDING REQUIREMENTS

1. Purchase of Student Intervention Team Handbooks and training modules/materials prior to training.

2. Provision of substitutes and release time for: a) staff training activities, and b) bimonthly SIT team meetings.

3. Travel, consultation fee and expenses for personnel involved in training sessions.

MATERIALS AVAILABLE

Student Intervention Team Handbook, training modules, staff development training program descriptions.

CONTACT PERSON

Maureen Scannell-Miller, Ed.D., Program Specialist, North Orange County Special Education Local Plan Area, 400 E. Hermosa Drive, Fullerton, CA 92635, (714) 870-8260.

MATERIALS AVAILABLE

Brochures: "Connections: Developing Skills for the Young Special Child" and "Coordinators' Guide" (500-page parent education curriculum). Training through consultation, Spanish materials.

CONTACT PERSON

Ann Van Sickle, Resource Teacher, Special Education Parent Facilitators Program, Sequoia Elementary - Room 3, 4690 Limerick Avenue, San Diego, CA 92117, (619) 560-0023.

SPECIAL EDUCATION PARENT FACILITATORS PROGRAM

TARGET POPULATION

Parents of children in special education, regular special education staff, (teachers, administrators and PTA, Community agencies).

PROGRAM DESCRIPTION

San Diego Unified School District employs parents of handicapped children to serve as Special Education Parent Facilitators (SEPF). These SEPF are trained to provide support and education to other parents of handicapped children. Their training includes advocacy, legislation, communication and parenting skills. These trained parents are assigned as liasons to school personnel in establishing parent education programs, making individual home-visits, and assisting with the IEP process. Additionally, the SEPF develop training for staffs and the community. Through cooperative efforts with community organizations, they sponsor county-wide parent education meetings. The SEPF also serve on community planning committees such as Special Education Community Advisory Committee-(San Diego Unified School District), Regional Center Community Affairs, and many parent organizations. SEPF also serve on advisory committees with the school district such as curriculum, staff development and grading.

The SEPF program maintains an extensive parent library which is available to the community as well as school personnel.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

Each year a needs assessment is conducted with the SEPF to determjine needs for further training. Needs assessments are conducted by SEPF at school sites to determine parent education. Annually, San Diego Unified School District compiles an evaluation report. Parent involvement in the IEP Process is a standard component of that report and the SEPF program provides data for it. Last year two evaluation studies were conducted: (1) Hispanic parents' involvement in the IEP process, and (2) The impact of parent education on social and academic growth in mainstreamed pre-school children.

ADOPTION REQUIREMENTS

Financial commitment to hire parents as community aides. A training/coordinator position to monitor program implementation and develop on-going SEPF training.

FUNDING REQUIREMENTS

Equivalent of one full time professional position (e.g., teacher, counselor, nurse). Hourly salary for SEPF at aide level.

THE PARENT CENTER

TARGET POPULATION

Parents of school-aged handicapped and non-handicapped children, as well as teachers and administrators.

PROGRAM DESCRIPTION

The Parent Center is a program designed to strengthen the relationship between home and school. It is built on the philosophy that the growth, development, and school success of children are enhanced when parents and teachers work together effectively. The Parent Center sponsors work workshops for parents and teachers, provides information and consultation related to individual parent needs, and develops and distributes parent education information. Since family compositions and styles are changing, the Parent Center is initiating non-traditional ways to reach parents by: 1) providing a Saturday mini-conference designed for Parents; 2) working with industries to provide on-site parent education programs; and 3) using television as a media for parents to receive information at home. We believe education is a partnership between home and school.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

Consumer satisfaction as reflected in: A. Numbers of participants at workshops and evaluation forms; B. Requests for services and materials from Albuquerque parents, schools and community organizations; C. Visitations and requests for services and materials from persons throughout the state, nationally and internationally.

ADOPTION REQUIREMENTS

It is essential that the district have a firm commitment to the value of this type of program as reflected in the following components: A) Staff Development; B) Parent Involvement; C) Staffing; D) Budget; E) Facilities.

FUNDING REQUIREMENTS

In this district, which has an enrollment of 75,000 students, funding includes salaries for three (3) full-time administrative positions, two (2) secretaries, and an adequate budget for printing costs, library resources, and speakers.

MATERIALS AVAILABLE

Parent Center Brochure, Tip sheets for parents, Handouts for school inservices, Directory of Selected Community Services for Exceptional Children and their Families, Tutor Directory, Audio/Visual materials, Kits, books, and other library resources for parents and school staffs.

CONTACT PERSON

JoAnn Paroz, 1700 Pennsylvania Avenue, N.E. / Inez School, Albequerque, NM 87110, (505) 292-0101.

MULTI-AIDE SPECIAL EDUCATION PROGRAM MANAGED BY SINGLE TEACHER

TARGET POPULATION

All Special Education Teachers and Administrators

PROGRAM DESCRIPTION

The primary goals of the multi-aide program are to develop and implement a system whereby special education teachers and administrators can effectively train aides to work with special education students and to train special education teachers to manage several aides. A program has been been established with one teacher, two full-time aides, and two half-time aides to serve seventy (70) students in a K-5 program. Aides work with students who are in programs for fifteen (15) minutes to three hours daily. The aides participate in a two-day workshop prior to the start of the school year and continuous training throughout the year. Daily training sessions are used to identify student needs and techniques for meeting those needs. The teacher is made available to train student teachers and other teachers to manage a multi-aide program effectively.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

Renewal of the program is dependent upon (1) student growth within the program as determined by standardized testing, (2) teacher evaluation, and (3) acceptance by the regular classroom teachers and building administrator.

ADOPTION REQUIREMENTS

A firm commitment by administrators and teachers to the value and use of para-professionals and the development of their skills.

FUNDING REQUIREMENTS

A two-day workshop for all participants prior to the start of the school year. Daily (20 minute) training for all resource room staff.

MATERIALS AVAILABLE

Aide training handbook.

CONTACT PERSON

Jan Goodheart, Resource Room teacher; or, Bud Phillips, Director of Special Services; Clarkston School District, Clarkston, WA 99403, (509) 758-2553.

RESOURCE CENTER FOR INSTRUCTIONAL IMPROVEMENT

TARGET POPULATION

Regular and special education teachers, administrators, parents, and students.

PROGRAM DESCRIPTION

The Resource Center for Instructional Improvement is a project which was written as a follow-up to an earlier project entitles "Learning Together: The Comprehensive Inservice Plan." Both projects have a strong staff development orientation, but the Resource Center for Instructional Improvement enhances previously developed staff development activities through the following goals: 1) Increase inventory of and facilitate access to materials and equipment for instructional and professional growth purposes. 2) Facilitate access to existing materials, equipment, media, data, etc. from sources beyond the LEA. 3) Maintain and build upon exising organizational model for staff development activities. Not only does the project increase awareness and develop new skills through staff development activities, but it places specialized materials and equipment in the hands of those involved in teaching handicapped children. Some project activities include: microcomputer management of information; software evaluation, training, dissemination; textbook taping project; maintenance and dissemination of materials and equipment; development and delivery of staff development activities; professional library; newsletters; information retrieval from state and national sources via telecommunications; liason with area universities; parent education programs, production of media and materials.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

Need for this project was based upon formal as well as informal needs assessment activities. Formal project evaluation activities are conducted at the end of each school year as well as after most individual activities conducted through the project. Input is received for both planning and evaluation of project activities from the local parent advisory council, special education department chairpersons, and an advisory committee made up of regular teachers.

ADOPTION REQUIREMENTS

Adoption of the project required a commitment from those involved to participate in staff development activities, utilize specialized instructional materials and equipment, and to search for ways to improve instruction for special education students.

FUNDING REQUIREMENTS

Funding includes salary for a full-time supervisor and paraprofessionals, supplies and materials, equipment, and contracted services.

MATERIALS AVAILABLE

Project description, evaluation information, publications.

CONTACT PERSON

Ron Fielder, Director, Learning Cooperative of North Central Kansas, 208 W. 2nd, Concordia, KS 66901, (913) 243-3294.

INSERVICE NETWORK MODELS

SPECIAL EDUCATION RESOURCE NETWORK

TARGET POPULATION

All regular and special education teachers and aides, administrators, support personnel, parents and community agencies.

PROGRAM DESCRIPTION

The Special Education Resource Network (SERN) is a statewide system of nine regional training units and four special training centers. The major goal of this network is to provide no-cost inservice opportunities, technical assistance and linkage to assist in improving educational opportunities for California students with exceptional educational needs. The SERN system is funded by the California Department of Education, Office of Special Education, Personnel Development Unit.

The SERN Resource Service Center (RSC) personnel, housed in the Sacramento Complex, works closely with California State University, School of Education, Department of Special Services, to establish a continnuum of preservice and inservice education for teachers and administrators. The RSC develops training programs and maintains a large resource and media collection for SERN trainers and other clients. The RSC has received national recognition for training developed in the areas of Limited English Proficient Special Needs Students, Resource Specialist Programs, Community Advisory Committee Guidelines, Work Experience Educator Training and Adaptive Physical Education.

PROCESS FOR EVALUATION ØR ANALYSIS AND RENEWAL

The SERN system utilizes data collected by the Personnel Development Unit of the California State Department of Education for selection and identification of training priorities. Additional needs assessment data is collected regionally by the staffs of nine regional centers. SERN has designed and implemented an extensive evaluation system which measures the effectiveness of all Network acitvities. Data on staff time, resources, client reactions and acquisition of knowledge and skills are collected in five areas: inservice, linkage, technical assistance in personnel development, internal staff development, and unit operations.

ADOPTION REQUIREMENTS

This delivery system could be replicated in other states utilizing the same organizational model and funding resources.

FUNDING REQUIREMENTS

Funding for this personnel development delivery system is made possible through Federal (PL 94-142) and State resources. Aditional funds are received through grant applications for special projects.

MATERIALS AVAILABLE

The SERN system develops training materials for staff use and dissemination. Some of the materials are available through the Educational Resource Information Center (ERIC) and others directly from the SERN Resource Service Center.

CONTACT PERSON

Mr. Steve Johnson, Director, Resource Service Center, 650 University Avenue, Sacramento, CA 95825; or Karl Murray, Administrator, State Department of Education, 721 Capitol Mall, Sixth Floor, Sacramento, CA 95814, (916) 332-3148.

INFANT PRESCHOOL SPECIAL EDUCATION RESOURCE NETWORK (SERN)

TARGET POPULATION

Personnel in California serving young children (birth to five years of age) with exceptional needs and their families, including administrators, regular and special educators, parents, support personnel, and community agencies.

PROGRAM DESCRIPTION

The goal of the Infant Preschool SERN is to (1) promote understanding of the importance of early intervention and (2) assist programs provide appropriate, quality services to young children and their families. The Infant Preschool SERN is working to meet these goals by providing inservice training and resource assistance in the area of early childhood special education, as well as linking clients with other appropriate resources. The major service delivery components are:

1) Demonstration Site Trainings. Ten model demonstration sites, representing the diversity of early childhood special education, are located throughout the state and provide intensive "hands on" training experiences for one to three days. Follow-up technical assistance is provided to trainees by the demonstration site trainers.

2) Assessment Trainings. Inservice training on appropriate assessment practices for young children with handicapping conditions and their families is provided to assessment team personel, including psychologists, speech and language specialists, specialty therapy staff, nurses, teachers, and other team members.

3) Resource Assistance. A resource library and topical bibliographies are available. A monthly newsletter is also published on topic-specific areas relating to early childhood special education.

PROCESS FOR EVALUATION OR ANALYSIS AND RENEWAL

All services are provided based on needs assessment data from written or on-site consultation. All training is evaluated and inservices and other trainings are revised accordingly. The program is revised yearly based on input of state advisory groups and client requests.

ADOPTION REQUIREMENTS

Knowledge of and experience in early childhood special education and strong staff development skills. Staffing includes interdisciplinary team members (psychologist, speech and language specialist, special educator, and family specialist) and demonstration site trainers on a consultant basis.

FUNDING REQUIREMENTS

Funding includes one coordinator, two educational specialists, a secretary, consultant funds for the demonstration site training component, materials for resource library, computer capabilities, and extensive travel budget.

MATERIALS AVAILABLE

Program descriptions, needs assessments, a demonstration site training manual with 11 chapters (available only by attending demonstration site training), and newsletter.

CONTACT PERSON

Linda Brekken, Coordinator, Infant Preschool SERN, 650 University Ave., Suite 201, Sacramento, CA 95825, (916) 921-0531.

C. ABSTRACTS

1. Design Models for Inservice
2. Building-Based Inservice for Integration
3. Strategies for Rural Inservice
4. Strategies for Vocational Inservice
5. References and Resources for Inservice

DESIGN MODELS FOR INSERVICE

Mainstreaming Inservice Packet. Bulletin 1704.
ED264670 EC181319
Louisiana State Dept. of Education, Baton Rouge. Div. of Special Education.
1983, 196p; Prepared by the Southwest Regional Resource Center.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Contract No.: 300-800-725
EDRS Price - MF01/PC08 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL
Journal Announcement:
RIEMAY86

The packet provides a series of activities designed to help schools become familiar with a systematic approach to successful mainstreaming, educational strategies with mainstreamed students, and effective communication techniques. The packet includes a preservice activity and 12 steps for developing a mainstreaming program in the school: (1) introduce LRE (least restrictive environment) to the faculty; (2) identify the mainstreaming committee; (3) assess the school's needs; (4) develop goals; (5) gather student information; (6) write an Individualized Education Program; (7) use an LRE checklist; (8) conduct simulation activities; (9) design working models; (10) implement communication exercises; (11) develop intervention strategies; and (12) review the philosophy of mainstreaming. An additional section is intended for use with parent groups. Each of the steps is intended for use with parent groups. Each of the steps includes information needed by the trainer to prepare for an inservice session and the information needed by participants.

An Individualized Projects Model for Inservice Training.
EJ299655 EC162028
Roberge, Myrna
Pointer, v28 n1 p34-36 Fall 1983
Special Issue: Inservice Training in Special Education.
Available from: UMI

Document Type: JOURNAL ARTICLE; PROJECT DESCRIPTION
Journal Announcement: CIJSEP84
Teachers may choose from one of the three options in completing an individualized project as part of inservice mainstreaming training: (1) product completion, (2) creation of instructional practices/procedures, and (3) planning and conducting an inservice session. Sample summaries of each type are included.

BUILDING-BASED SUPPORT:

INSERVICE MODELS

Training Teachers to Apply Teaching Behaviors Which Provide for the Successful Integration of the Mildly Handicapped. Identifying Effective Teaching Behaviors for Mainstreaming. Research Report.

ED222036 EC150309

Larrivee, Barbara; Vacca, Janet M.

Rhode Island Coll., Providence. Dept. of Special Education.

1982. 369pp.

Nine documents, published between 1979 and 1982, have been combined as one report.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Grant No.: G007500999; G007801424

EDRS Price - MF01/PC15 Plus Postage.

Document Type: RESEARCH REPORT; TEST, QUESTIONNAIRE; PROJECT DESCRIPTION

Journal Announcement: RIEMAR83

Nine documents report on activities of Project RETAP (Regular Education Teachers and Principals), an inservice training program which focuses on the development of teacher competencies necessary for the successful integration of the mildly handicapped child. The ultimate goal of the project is the assimilation and overt application of a variety of psychoeducational techniques and curricular approaches, which would provide a supportive learning environment for the exceptional child. "Assessing the Impact of an Intensive Inservice Training Model on Regular Teachers and Mainstreamed Students" is a research report on the effectiveness of Project RETAP in terms of affective and cognitive student outcomes and attitudinal and behavioral teacher outcomes. Findings from data on 27 kindergarten through sixth grade regular classroom teachers show that teachers receiving comprehensive training were able to bring about positive growth for mainstreamed students while simultaneously accomplishing similar gains for all their students. Seventy competencies important for teaching special needs students are identified in "Identifying Effective Teaching Behaviors for Mainstreaming." The instruments used to obtain the 70 variables are explained and samples are offered in "Instrumentation for Data Collection." It is noted that from classroom observation instruments, teacher daily record instruments, teacher self report instruments, and interview instruments, variables were identified and conceptualized within a framework of seven categories: classroom management, questioning style, academic learning time, individualization, teaching style, classroom climate, and attitudinal variables. Results of two more studies and reported in "A Comparison of Academic Learning Time (ALT) for Mainstreamed, Low, Average, and High Ability Students" and "Identifying Teachers Effective with Special Needs Students in the Regular Classroom Setting." Another document contains "Descriptive Tables for Specified Teaching Behaviors of Selected Effective Teachers." Two additional reserach reports are included which are entitled "Data Summary for the Identified Effective Teaching Behaviors for

Mainstreaming" and "Effective Teaching Behaviors for Mainstreaming--A Descriptive Teacher Profile." A final performance report is offered for the validation phase of Project RETAP. Tables with statistical data are given.

An Action Plan Approach to Inservice Training.
ED257307 EC172735
Rocha, Ramon M.; Sanford, Howard G.
Apr 1985, 27pp.
Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
EDRS Price ; MF01/PC02 Plus Postage.

Document Type: CONFERENCE PAPER; NON-CLASSROOM MATERIAL
Journal Announcement: RIEOCT85
The resource teacher's role in providing inservice training to regular educators is examined. The paper then describes an Action Plan Approach in whicn regular education teachers and the resource room teacher jointly identify problems commonly associated with mainstreaming and utilize combined efforts to resolve the problem. The advantages to the Action Plan Approach include shared responsibilities, vested interest by all involved, and developed materials/strategies that facilitate successful mainstreaming. The approach is broken down according to problem identification processes, goal specifications, and additional resources.

Cooperative Organization for Program Excellence (COPE): Inservice Training Model for Beginning Newport News Public Schools Special Education Teachers.
ED260564 EC180531
Newport News Public Schools, VA.
(1985) 8pp.
EDRS Price - MF01/PC01 Plus Postage.

Document Type: PROJECT DESCRIPTION
Journal Announcement: RIEJAN86
The COPE (Cooperative Organization for Program Excellence) program in Newport News, Virginia, is designed to bridge the gap between academic theory and practical application for teachers new to the field of special education. The program uses peers as support partners to help new teachers set up classroom programs and organizations, fulfill Individualized Education Program requirements, share materials, and respond to the problems and questions of teaching. Master teachers are identified for each level of instruction (elementary, middle school, and high school), and an evaluation design incorporates feedback from participating teachers, team members, and program coordinators. Sample letters to beginning teachers and their principals are appended along with evaluations forms and the list of duties of peer partners.

Mainstreaming One-Way Ticket or Round Trip?
EJ32343 EA519014
LaMore, Gregory S.
Principal, v63 n4 p32-35 Mar 1984
Available from UMI

Document Type: JOURNAL ARTICLE; PROJECT DESCRIPTION
Journal Announcement: CIJJAN86
Describes an eight-topic inservice program to help teachers facilitate the integration of mainstreamed students into the regular classroom. The program covers the nature of the disability, its effect on the classroom, techniques for meeting the student's needs and preparing the student's classmates, and sources for support material.

Project Criteria: The Final Report of the REGI Grant Project CRITERIA, 1980-83.
ED244479 EC162498
Lambie, Rosemary A.
Virginia Commonwealth Univ., Richmond.
Aug 1983, 146pp.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Grant No.: OEG-G008001404
EDRS Price - MF01/PC06 Plus Postage.

Document Type: EVALUATIVE REPORT
Journal Announcement: RIEOCT84
The final report describes the 3-year project CRITERIA (Chesterfield/Richmond Inservice Teacher Education for Regular Instructional Areas) designed to provide inservice training to regular elementary teachers dealing with mildly handicapped students in the mainstream. Goals and objectives for each of the 3 years are listed, along with accomplishments listed in chronological order. The project employed a multiplier effect, in which two grant staff trained approximately 170 trainers in teams of three per building who in turn provided 10-20 hours of inservice to over 1,500 elementary teachers. Evaluation findings are detailed for each year. The project was found to be an effective and economical means of training regular classroom teachers in competencies needed to teach handicapped students in their classes for portions of the school day. Five inservice modules and one trainer of trainers module were edited for possible publication.

A Documentation of the Implementation of the Special Education Pilot Project, #168.
ED232391 EC152689
Erwin, L.; Wright, E.N.
Toronto Board of Education (Ontario). Research Dept.
Dec. 1982, 86pp.

Report No.: ISBN-0-88881-170-5
EDRS Price - MF01/PC04 Plus Postage.
Document Type: PROJECT DESCRIPTION
Journal Announcement: RIEDEC83

A 2-year pilot program in Toronto, Ontario, used in-school learning centers (LC) to enable 60 variously handicapped students in three junior schools to withdraw from self-contained classes and mainstream into regular classes. To develop the program, a Special Education Work Group performed such activities as writing issue papers, visiting 12 schools, and preparing a plan to implement the LCs in eight schools with a 3-team approach. Inservice training was based on the total staff approach to ensure that regular teachers would receive adequate direction and preparation to work with student from self-contained classes. A 3-phase timeline entailed strategies for teachers prior to project implementation (phase 1), development of strategies to meet teacher and school needs early in the project (phase 2), and in-school team activity and student evaluation from the middle to the end of the project (phase 3). Implementation and operation of the LCs included pupil selection and placement, and delivery of services. Profiles and progress of LC pupils indicated such evaluation results as that 92 percent of students made good to excellent progress, and that five target pupils were mainstreamed. Documented in the appendix are reasons for limited response by principals to the pilot project.

Project Accomodate: Preparing Master Teachers to Provide Peer Inservice.
ED230001 EC152568
Vasa, Stanley F.; And Others
Apr 1983, 15 pp.
DIALOG File 1: ERIC - 66-86/JUN
Paper presented at the Annual International Convention of The Council for Exceptional Children (61st, Detroit, MI, April 4-8, 1983).
EDRS Price - MF01/PC01 Plus Postage.

Document Type: CONFERENCE PAPER; PROJECT DESCRIPTION
Journal Announcement: RIEOCT83
Project Accomodate, a program designed to improve inservice to regular Nebraska secondary teachers serving handicapped students, is described. The state's needs for inservice training to implement the goal of providing services in the least restrictive environment are discussed as background to Project Accomodate's development. Goals of the project are: to prepare persons with demonstrated expertise in mathematics, science, English/language arts, business education, and consumer and homemaking education as inservice providers; to provide inservice training to secondary regular educators through project prepared curriculum consultants/master teachers' modules; and to provide an ongoing addition to inservice programs via other project services and products. Elements of training for regular

classroom teachers and curriculum specialists/master teachers are delineated. Project evaluation procedures are reviewed.

Preparation for Mainstreaming: A New Role for Counselors.
EJ259117 CG522153
Allan, John
Elementary School Guidance and Counseling, v16 n3 p.193-201 Feb. 1982.
Available from: Reprint: UMI
Document Type: JOURNAL ARTICLE; PROJECT DESCRIPTION

Journal Announcement: CIJJUL82
Suggests ways school counselors can help elementary teachers and students adjust to mainstreaming. Outlines four inservice teacher workshops which deal with teacher and student attitudes toward the handicapped, preparation of handicapped students for regular classes, and entrance into the regular classroom.

Special Education - The Counselor's Job Too.
ED226272 CG016465
Matthay, Eileen R.; Tarasuk, Paul
Mar 1982, 34pp.
Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Document Type: PROJECT DESCRIPTION; CONFERENCE PAPER

Journal Announcement: RIEJUL83
This paper presents an inservice program for school counselors -- or for a school counselor and a special educator -- to work together to teach regular educators and other school personnel how to work more effectively with special needs students. The method may also be used by an individual educator to improve his/her skills in working with special needs students. The program format for learning about various disabilities is described in detail including: (1) simulating disabling conditions; (2) gaining information about behavioral and emotional characteristics of disabling conditions; (3) observing how these characteristics affect performance; (4) determining the counselor's role in consulting with teachers; (5) developing a helping attitude; and (6) discovering strategies helpful in working with disabled students. While this paper focuses on learning disabilities, it is capable of being applied to other disabilities as well. Materials for modifying instructional strategies for disabled students are provided in the appendices, including definitions, distinguishing characteristics, emotional and behavioral performance categories, specific techniques for common problems, and a materials reference list.

STRATEGIES FOR
RURAL INSERVICE

In-Service Education for Special Education Teachers in Rural Areas.

ED251276 RC015072
Silver, Sandra
Feb 1984, 79pp
Supporting bibliography of 124 references.
EDRS Price - MF01/PC04 Plus Postage.
Document Type: REVIEW LITERATURE
Journal Announcement: RIEAPR85

The literature regarding the provision of in-service education is reviewed to: (1) provide brief definitions of rural school districts and in-service education; (2) discuss the importance of in-service education; (3) explore the difficulties associated with in-service education in rural areas, along with possible remedies; and (4) examines various approaches for providing in-service training to special education teachers in rural areas. An overview of the basic principles underlying in-service education is followed by a delineation of 15 assumptions upon which in-service education is based. The theories of planned change and Malcolm Knowles's theory of andragogy are described. The following major difficulties encountered when providing in-service education to special education teachers in rural areas are explored: insufficient funding; lack of program relevance; absence of incentives to participate; scheduling difficulties; distance; insufficient teacher motivation; inadequate follow-up; absence of evaluation; and feelings of threat which may be experienced by participants. Approaches for providing in-service education programs are classified into college and university programs, state and regional programs, school-based programs, teacher center programs, teacher exchanges, and consultant programs. Each category is evaluated in terms of the difficulties associated with in-service education and adherence to the components of a proposed in-service model.

Development, Implementation, and Investigation of an Interrelated Service Delivery System. First Year Report.

ED230326 RC014040
Gaither, Greg
East Central Kansas Cooperative in Education, Baldwin City, KS.
Oct 1982, 114p
EDRS Price - MF01/PC05 Plus Postage.
Document Type: RESEARCH REPORT
Journal Announcement: RIEOCT83

The progress report covers the first year activities of the East Central Kansas Cooperative in Education's interrelated service delivery system for providing services for handicapped student in rural areas. Following a presentation of the rationale for using the interrelated service delivery approach, the following project objectives and the results for each are listed: (1) organize and implement 15 interrelated classrooms serving handicapped students within the four districts served; (2) conduct and evaluate an inservice program adequate for training teacher

competencies needed to implement an interrelated program and develop a manual based on inservice strategies; (3) identify and provide needed support services for teachers assigned to interrelated classrooms in the areas of behavior management, instructional planning, and instructional methods and materials; (4) identify and utilize procedures which maximize the efficacy of interrelated classrooms; (5) facilitate and document evidence of consumer acceptance and satisfaction; and (6) investigate and document evidence of the effectiveness of the program via student achievement and progress. The appendices, which comprise the majority of the report, include forms for inservice training, teacher support and activity, instructional materials centers, consumer satisfaction, and pupil performance.

VCR/Microcomputer Teaching Inservice.
ED223394 RC013660
Pederson, Jacqueline K.; DeGuire, Daniel J.
16 Nov 1982, 9p
Paper presented at Annual Rural and Small Schools Conference (4th, Manhattan, KS, November 16, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Document Type: EVALUATIVE REPORT; CONFERENCE PAPER
Journal Announcement: RIEAPR83
Because it incorporates many of the best practices of inservice education, the use of computer/video linkage for inservice education programs in small rural schools holds great promise for improving both the method of delivery and the content of professional development activities. Studies of staff in small rural schools consistently find dissatisfaction regarding inservice programs, yet a strong need exists for such teacher to have multiple teaching fields. Computer assisted instruction (CAI) success in meeting staff development needs is well documented, and the sustained growth of microcomputers in schools strongly supports capitalizing on the development of inservice CAI modules. A potentially ideal method of providing inservice opportunities utilizes a new technology that will advance the learner one step closer to actual "hands-on" instruction. Through the use of a video controller, a microcomputer can be linked with a video cassette recorder (VCR), thus combining the interactive and immediate feedback advantages of the computer with the realism of a video tape player. The Computer Assisted Special Education Training for Small Schools project (CASETSS) at Texas Tech University will use Texas Instruments' Video Controller and Authoring system for the purpose of developing and delivering inservice special education programs to school districts.

Improving Service for Handicapped Students in Rural Areas: A Program.
ED243624 RC014741
Grippin, Pauline; and Others
College of St. Rose, Albany, NY
Apr 1984, 37p

Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
Sponsoring Agency: Department of Education, Washington, DC
Grant No.: G009301642
EDRS Price - MF01/PC02 Plus Postage.
Document Type: PROJECT DESCRIPTION; CONFERENCE PAPER
Journal Announcement: RIESEP84

A three-year cooperative program between the College of Saint Rose (Albany, NY) and surrounding rural school districts has two main goals: to help rural Chief School Officers (CSOs) design staff development activities to meet educational needs of mainstreamed handicapped students and to improve the college's preservice teacher education program so that graduating students will be better prepared to provide services to rural handicapped students. During the program's first year (1983-84), 13 CSOs responded to a needs assessment survey related to program goals. It is planned that three rural regions, organized from 15 districts, will collaborate with the college through rural teams composed of administrators and faculty and/or school board members. At an orientation meeting in November 1983, generally-held concerns of CSOs were identified as: attitudes of regular classroom teachers toward mainstreaming, the need for inservice and the need for appropriate materials and instructional strategies for mainstreaming. In March 1984, a meeting between College faculty and Region I CSOs included presentations on rural inservice activities through the Board of Cooperative Education Services, rural inservice using consultants, and strategies and issues for learning disabled in rural areas. A College Task Force has been established, had interacted with the Region I rural team, and has begun to think about curricular changes. Assessment survey results are appended.

STRATEGIES FOR VOCATIONAL INSERVICE

Vocational Education for the Handicapped: Perspectives on Inservice Personnel Development. Personnel Development Series: Document 6.

ED224939 CE034700

Hasazi, Susan E.; And Others

Illinois Univ., Urbana. Leadership Training Inst./Vocational and Special Education.

May 1982, 85p

For related documents see ED 211 720, CE 034 699, and CE 034 726-730.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Grant No.: G007900952

EDRS Price - MF01/PC04 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL; REVIEW LITERATURE; PROJECT DESCRIPTION

Journal Announcement: RIEJUN83

This document is a monograph in a personnel development series addressing issues that are pertinent for policy-making personnel concerned with inservice personnel development of vocational/special educators. Chapter 1 addresses the state of the art in inservice education and includes a definition and information on legislative provisions, the problem of attitude, content of inservice education programs, target populations, and alternative modes of delivery. Chapter 2 on planning inservice models discusses the awareness, readiness, commitment, planning, implementation, and maintenance phases. A rationale and suggested activities are provided for each phase. A description of the specific steps to be followed in using a comprehensive planning model is listed.

Teaching Students with Special Needs in Secondary and Vocational Programs: Classroom, Building, Equipment and Instructional Modifications and Adaptations. Working Paper Series.

ED242915 CE038702

Fletcher, Janice; Parks, A. Lee

Idaho Univ., Moscow. Coll. of Education.

1983, 96p

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

EDRS Price - MF01/PC04 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL

Journal Announcement: RIESEP84

This manuscript, provided in a format that lends itself to workshop presentation, contains materials for vocational and secondary educators on curriculum and classroom modifications for handicapped learners. Content is divided into seven areas. The first section discusses overall curricular modification and adaptation for handicapped students. In the next six sections, curriculum modification and adaptation for handicapped students. In the next six sections, curriculum modification and adaptation

in the areas of hearing impairment, mental impairment, and learning disabilities are addressed. Each of the seven sections is composed of suggestions for curricular adaptation and modification, a checklist of responsibilities of the special educator, practice exercises, and cartoons and narratives for making overhead transparencies. A suggested workshop agenda is appended.

Extending Horizons: Inservice Guide for Preparing School-Community Teams.

ED260236 CE042217

McKinney, Lorella A.

The Ohio State University, Columbus. National Center for Research in Vocational Education.

1985, 205p

For related documents, see CE 042 218-223.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Available from: National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Not available separately; set of seven documents, RD257--$30.00).

EDRS Price - MF01/PC09 Plus Postage.

Document Type: NON-CLASSROOM MATERIAL

Journal Announcement: RIEJAN86

This inservice guide and six companion documents comprise a series developed for assisting disabled persons in their transition from secondary and postsecondary vocational education to work. The model is designed to prepare support teams of school-community persons. This guide is intended for use by the field coordinator, administrator, and/or any other designee of the school-ccommunity site with responsibility for coordinating resource persons for supporting handicapped individuals in transition. It provides planning resources for conducting the preparation experiences for the support teams. Section 1 describes the inservice model and addresses the administrator and field coordinator roles in preparing the school-community liaison; the organization, procedures, and guidelines needed to identify those persons to be involved in the inservice experiences; and the youth to be supported.

Vocational Education for the Handicapped: A Model for Appropriate Placement and Effective Teaching.

ED229980 EC152544

Arko, Carl; And Others

8 Apr 1983; 29p

Paper presented at the Annual International Convention of The Council for Exceptional Children (61st, Detroit, MI, April 4-8, 1983).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: CONFERENCE PAPER, NON-CLASSROOM MATERIAL

Journal Announcement: RIEOCT83

Three papers discuss issues in providing vocational education services to handicapped children. In the first, "Vocational Education Speaks to Special Education,: G. Rackliffe and N. Pearson consider aspects of appropriate placement and describe a handbook produced to address vocational issues for special educators. The handbook covers such topics as vocational-technical programs, learning activities, and the Assessment of Vocational Readiness (a 16-item instrument measuring readiness to profit from vocational training). The next two papers, "Teaching the Emotionally Impaired Student" by G. Schirmer and "Teaching the Learning Disabled Student" by R. Riegel, are part of an inservice training program in which special education staff share information with vocational education staff. Among appendices is a sample unit on electricity.

Inservice Teacher Education for Vocational Special Needs Personnel.

ED226179 CE035036

Parrish, Linda H.

4 Dec 1982; 10p

Paper presented at the American Vocational Association Convention (St. Louis, MO, December 4, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: POSITION PAPER; RESEARCH REPORT; CONFERENCE PAPER

Journal Announcement: RIEJUL83

In Texas, inservice and preservice education has been mandated for teacher certification. This education covers least restrictive environment, characteristics of handicapped students, informal assessment, and the individualized educational programs. The training provided has taken many forms--statewide conferences, school district inservice, retreats, technical assistance, self-instructional modules, and a statewide lending library. A typical workshop for both special and vocational educators might include pre- and post-tests, an informative presentation, interaction with a handicapped person, a film, a participatory activity, and a question-and-answer session. Several research projects have assessed the effectiveness of such programs. A Competency Inventory on Vocational Education for the Handicapped has been developed to measure a broad body of knowledge. Another study has compared preservice and inservice education to determine which was more effective in positively modifying attitudes of vocational educators working with mainstreamed handicapped students. Findings are that teacher inservice workshops are the most effective method of modifying attitudes; infusing information into existing vocational education courses and to public school systems have also been proven effective.

Developing In-Service Brochures Designed to Prepare the Vocational Educator Academically and Attitudinally to Work with Handicapped Students. Final Report.

ED240274 CE038062

Iwler, Irvin H.; And Others
Pittsburgh Univ., PA Dept. of Vocational Education, Harrisburg. Bureau of Vocational and Technical Education.
EDRS Price - MF01/PC04 Plus Postage.
Document Type: TEACHING GUIDE; PROJECT DESCRIPTION
Journal Announcement: RIEJUL84

A project developed six inservice brochures and a summary booklet that defined the handicapped conditions that affect vocational students in an effort ot increase vocational educators' awareness of what it is like to be a special student. The brochures also identify how students with specific handicaps learn and illustrate the techniques and strategies needed to teach special students. Consultants from special education and vocational education also identified the modifications in curriculum, facilities, equipment, and teaching strategies needed to help special students succeed in the classroom. This information and helpful state and local special needs resource agencies were also included in the brochures. The six brochures and summary booklet are appended. The brochures provide information on identifying the handicapped student, teaching strategies, and a list of additional sources of help for emotionally handicapped, hearing impaired, learning disabled, mentally handicapped, physically handicapped, and visually impaired students. The summary booklet, "The Student with Special Needs: a Guide for Vocational Educators," tells how to identify students with specific handicaps, suggests teaching strategies, and lists additional resources.

REFERENCES & RESOURCES FOR INSERVICE

Mainstreaming and the Inservice Education of Teachers.
EJ281153 EC152017
Powers, David A.
Exceptional Children, v49 n5 p432-39 Feb 1983
Available from: Reprint: UMI
Document Type: JOURNAL ARTICLE; REVIEW LITERATURE; NON-CLASSROOM MATERIAL
Journal Announcement: CIJSEP83
The article represents a literature-based set of practical guidelines regarding mainstreaming in the areas of inservice method, format, planning, goals and objectives, location, scheduling, evaluation, incentives, training personnel, school administration, and instructional materials.

Mainstreaming: From Intent to Implementation.
ED232322 EC152587
Banbury, Mary M.
American Federation of Teachers, Washington, DC
1982; 24p
Developed through the AFT Teachers' Network for Education of the Handicapped.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Grant No.: G007901295
Available from: AFT Teachers' Network for Education of the Handicapped, 11 Dupont Circle, NW, Washington, DC 20036 (Item #470).
EDRS Price - MF01/PC01 Plus Postage.
Document Type:P NON-CLASSROOM MATERIAL; BIBLIOGRAPHY; TEST, QUESTIONNAIRE
Journal Announcement: RIEDEC83
Suggestions to facilitate the reentry of the disabled student into the regular classroom are offered, and information on resource materials is presented. A chart lists mainstreaming materials for the normal child, children's books about handicaps, and teacher resource materials, along with the publishers' addresses, type of handicap, type of publication or audiovisual, grade level, and cost. The narrative section of the document discusses provisions of P.L. 94-142 and presents an interpretation of what mainstreaming is/is not. Additional contents include: 14 guidelines for integrating the exceptional child into the regular classroom; a list of procedures to analyze inservice staff needs; topic-centered and problem-oriented inservice objectives; and information for planning, organizing, and ocnducting inservice sessions. Examples are cited of fears, misconceptions, and attitudes that mainstreamed and nondisabled children have, along with examples of possible teacher responses. The following areas are also discusses: team roles regarding placement and instructional programming, and successful implementation and maintenance of the Individualized Education Program. An outline of modifications in the areas of instruction, materials, and environment is included to promote academic integration of the

exceptional child. A sample student information form is presented as a guide to structuring a consultation session. Another form, designed to provide for on-going communication between the regular class teacher and support personnel, is included.

Administrator's Handbook on Integrating America's Mildly Handicapped Students: Special Education in Transition 3.

ED216497 EC142451

Talley, Ronda C., Ed.; Burnette, Jane, Ed.

J W K International Corp., Annandale, VA.

1982, 160p

Sponsoring Agency: Department of Education, Washington, DC

Contract No.: 300-79-062

Report No.: ISBN-0-86586-126-9

Available from: CEC Publications Sales, 1920 Association Dr., Reston, VA 22091 ($19.50, Publication No. 240).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: BOOK; NON-CLASSROOM MATERIAL; COLLECTION

Journal Announcement: RIEOCT82

The handout discusses administrative strategies found successful in fostering the integration of mildly handicapped students in five states' school systems (California, Kansas, Massachusets, Minnesota, and Texas). In "Administrative Systems for Service Delivery," T. Oliver describes approaches to streamline referral to placement systems, help manage increased workloads (including the use of computers), and provide models for planning and resource allocation. G. Shellem ("Community Involvement") describes ways in which the schools can cooperate with community agencies and resources through interagency agreements and contractual arrangements. Strategies to strengthen "Communication" are considered by S. Raimondi, including internal school communications and use of the public media. R. Talley ("Personal Utilization") presents examples of new or modified staff roles and describes team teaching strategies along with innovative ways to use paraprofessionals. The final topic, "Staff Development," by S. Elting covers planning for inservice, job embedded staff development, and job related staff development.

Handicapped Services. Final Report.

ED263359 CE042855

Bicanich, Eleanor

Indiana Univ. of Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

EDRS Price - MF01/PC06 Plus Postage.

Document Type: PROJECT DESCRIPTION; NON-CLASSROOM MATERIAL

Journal Announcement: RIEAPR86

The purpose of this project was to integrate into the leadership curriculum and instructional program in Pennsylvania the competencies needed to assist in mainstreaming handicapped students. The project also sought to provide inservice education to administrators and support personnel in comprehensive, vocational, and special education settings and to provide

leadership staff development. To accomplish these purposes, a learning guide was developed to deliver the competencies needed by administrators to assist in mainstreaming. Inservice workshops were conducted to encourage interaction among comprehensive, vocational, and special education administrators. Inservice education workshops were also conducted for support personnel in these fields and staff development was provided for leadership program staff members. This final report includes a copy of the learning guide that was developed for the project. The guide contains six learning experiences with an enabling objective, activities, feedback, and a checklist/assessment form for each. Extensive appendices to the document also include samples of competency and task analysis forms, an example of an assessment instrument, a copy of the summary of the feedback from reviewers on each instrument criterion, evaluation instruments for reviewing the leadership guide, and a sample leadership performance assessment form, workshop materials, resource materials, a newsletter on mainstreaming, and other materials used during the project.

The New York Experience: Phase II 1980--To the Future.
ED254938 EA017603
Freeborne, Gerald L.
Apr 1984, 12p
Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
EDRS Price - MF01/PC01 Plus Postage.
Document Type: PROJECT DESCRIPTION; CONFERENCE PAPER
Journal Announcement: RIEAUG85
The New York State Boards of Cooperative Educational Services (BOCES) are designed to meet the demand for regional delivery of supplementary educational services and support for New York State school districts. BOCES have provided occupational education programs and special education programs for the disabled as well as other shared services. This paper discusses recent activities and future directionf of BOCES. The first section describes a planning process to identify need for change in occupational programs to reflect the transition from a manufacturing economy to one based on service and technology. The second section describes recent developments in special education, including a statewide network for providing inservice education to teachers, administrators, parents, board of education members, and support personnel. The third section describes the role of BOCES in providing inservice training in all educational areas. An action plan, designed to improve elementary and secondary educational results, calls for retional training and resource centers in each of the 43 BOCES and the five large cities. The fourth section describes the 13 regional computer centers delivering management and instructional support services to the school districts in New York State. The fifth section describes regional planning and cooperation in instructional management, and the final section points out important future directions for BOCES, including

proposed legislation to permit adacemic course offerings at regular BOCES centers.

Effective Schools--Excellence in Urban Special Education. Teaching Exceptional Children. Special Issue.
ED253011 EC171344
Jordan, June B., Ed.
Council for Exceptional Children, Reston, VA; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, VA.
Teaching Exceptional Children, v17 n2 Win 1985 1985 82p
Sponsoring Agency: National Inst. of Education (ED), Washington, DC
Contract No.: 400-81-0031
Available from: The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA ($15.00 year, $4.00 single copy).
EDRS Price - MF01/PC04 Plus Postage.
Document Type: JOURNAL ARTICLE; CONFERENCE PROCEEDINGS
Journal Announcement: RIEJUN85
Seven author-contributed papers focus on excellenge in urban special education schools. Libby Goodman reviews the isolation of special education teachers and children, in "The Effective School Movement and Special Education," while Dan L. Peterson et al. trace the implications for the Seattle School District of the efforts described in "Effective Schools for All Students: Current Efforts and Future Directions.: Margaret C. Wang et al. describe the Adaptive Learning Environments Model in "Staff Development: A Key Ingredient of Effective Mainstreaming." A program for gifted students (elementary to secondary level) in Houston is described by Margaret Kress in "Vanguard: Focus of the Gifted Learner." Chicago's effoerts are considered by Alejandro Benavides in "Planning Effective Special Education for Exceptional Language Minorities." Project KIDS of the Dallas Independent School District is described by Ruth C. Wilson et al. in "Early Childhood Intervention in an Urban Setting." The final article, "One School's Search for Excellence," by John Jewell, details four steps undertaken by an alternative middle/high school.

Teacher Training Resources: Preparing Teachers for Mainstreaming. A Selected Bibliography.
ED232971 SP022726
Croll, Valerie J.; Shank, Kathleen S.
Eastern Illinois Univ., Charleston. School of Education.
1983 41p
For related document, see SP 022 725.
Grant No.: G008200356
Available from: School of Education, Eastern Illinois University, 210 Buzzard Building, Charleston, IL 61920 ($3.50).
EDRS Price - MF01/PC02 Plus Postage.
Document Type: BIBLIOGRAPHY
Journal Announcement: RIEDEC83

This bibliography contains references to writings and publications which may be of interest to those responsible for training and preparing teachers for working in mainstreamed classrooms. citations are presented on: (1) classroom management; (2) faculty development; (3) individualized instruction; (4) mainstreaming; (5) behavior disorders; (6) cultural minorities; (7) general handicaps; (8) gifted and talented; (9) hearing impaired; (10) learning disabilities; (11) mental handicaps; (12) physical handicaps; (13) visual impairment; (14) affective development; (15) business education; (16) early childhood; (17) fine arts; (18) health and physical education; (19) language arts; (20) mathematics and science; (21) secondary education; (22) social studies; (23) vocational education. A publishers' directory is included.

Valuable Resources: Inservice Training Materials for Teachers of Students with Special Needs.

EJ299657 EC162030
Thompson, Diana
Pointer, v28 n1 p41-44 Fall 1983
Special Issue: Inservice Training in Special Education.
Available from: UMI
Document Type: JOURNAL ARTICLE; BIBLIOGRAPHY
Journal Announcement: EIJSEP84

Special education inservice training materials have been identified and categorized according to seven major areas: assessment and programming, counseling and human relations, individualized instruction and curriculum, behavior management, school and family consultation, mainstreaming and issues in special education, and inservice training. Examples of priority materials within each heading are given.

Awareness and Inservice Manual. AIM.

ED242182 EC162153
Murray, Carola; Beckstead, Susan Porter
San Francisco State Univ., Calif.; San Francisco Unified School District, Calif.
1982 155p
A part of Project REACH. For related documents, see EC 162 152-156.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Contract No.: 300-80-0745
EDRS Price - MF01/PC07 Plus Postage.
Document Type: TEACHING GUIDE
Journal Announcement: RIEAUG84

The second of five reports on Project REACH (Regular Education for All Children with Handicaps) describes an inservice approach to the integration of severely disabled students. REACH inservice is ongoing, systematic, and responsive and focuses on attitude and behavior change of both students and teachers. Three chapters address such preliminary considerations as the

contribution of inservice to attitude change, planning a peer tutor/special friends programs, and cutting costs through the trainer of trainers model (using an inservice coordinator). Lesson plans for six modules are then presented; modules cover such topics as awareness, civil rights and disabled persons, and labels and myths. The peer tutoring model and its structured interaction approach to creating more spontaneous relationships is illustrated via case histories of participating students. Self-produced audiovisual materials are introduced and suggestions offered about equipment. Two concluding chapters consist of a series of bibliographies and abstracts of research on the topic.